that the Government should start experimental vocational institutions and make them models for imitation by private agencies. The Member next urged the appointment of a committee of experts to go into the question of technical and vocational education before the University Committee began its work, so that the report of that body of experts on vocational education might be of use to the University Committee also. The Member then made the following suggestions.

(i) Teaching should be chiefly confined to language and arithmetic up to class IV and the object of such education should be to create a desire in the minds of the children attending those classes for imbibing technical education at a later stage.

(ii) From class IV, three parallel courses should be opened for training in industries, the humanities and the public service, respectively, and selection should be made for those courses of study with due regard to the heredity, intelligence and taste of each individual.

(iii) Technical schools should be opened for coupling theoretical instruction with practical training.

The Member concluded by reiterating his request for the immediate appointment of a committee of experts to investigate the question of technical and industrial education which was admitted on all hands to be important for the material welfare of every country.

*Dewan's reply.*—The representation of the Member centres on one point, *viz.*, the appointment of a committee to examine the question of vocational education. A committee for that purpose is not necessary. Pupils now receive instruction in kindergarten and manual training. When these pupils pass out of schools for general education, they could receive vocational instruction in the various technical and industrial institutions in the country. The Government are always keeping the matter of vocational education prominently in their mind and they would do all that was feasible.

**113. Vocational instruction in schools.**

*Mr. T. A. Ganapati Aiyar* (Member, Municipal Council, Vaikam) condemned the present system of education as being exclusively literary, and as neglecting the practical training of the hand and the eye. As no attention was being paid to the development of the natural resources of the country by means of industrial education, the country was being day by day impoverished, as raw materials, instead of being converted into finished products here, were being exported to foreign countries. It also led to the decay of skilled indigenous crafts and cottage industries, as youths who had received a purely literary education had neither the aptitude nor the inclination to follow the profession of their ancestors. The cumulative result of the one-sided and exclusive bookish education now imparted was to fill the country with a host of discontented and unemployed young men who were a burden to the State, and a source of danger and trouble to the country. The only effective solution lay in the imparting of vocational instruction in all schools. In offering his remarks on such a thorny subject, the Member said that he was not unaware of the several difficulties that stood in the way of his scheme being carried out successfully. But the paramount importance of the need for action in that direction was such that a beginning had to be immediately made, and as a preliminary step, manual training might be introduced. It was being now taught in the vernacular schools, but was not productive of any substantial benefit to the pupils. The system of vocational instruction should be so planned as to create in the students a desire to pursue their hereditary profession. It should enable them to start home industries and to secure admission into factories and warehouses, without a further course of apprenticeship. The land colonisation scheme under contemplation ought to be supplemented by a wide-spread system of vocational training. The Member then outlined the successive stages of such education and the curricula of studies that might be introduced in schools. Vocational subjects should include printing, electric fitting, signalling, telegraphy, motor-driving, plating, gilding and other technical and commercial subjects, and instruction should be imparted through the medium of the vernacular. Vocational instruction in girls'

LIBRARY ARCHIVES Kerala Legislative Assembly

se of training in cookery, embroidery, knitting, pharma-
The Membe ul information regarding trades and crafts should be
in vernacular sc managed lectures in various centres. A programme of industrial
put in 10 years aldreary educaild be drawn up with a view to benefit the individual as
y th looked af
He next plained the details of his scheme and suggested that an
opined that t hich could be f the State should precede the introduction of voca-
schools. le. The establishment of industrial schools should be
Regardin ber represented the prevailing industries of each locality. Industrial
at Government c ardship and rec ble industrial and educational data in the locality in
Higher Examina ber concluded make them available for ready reference.
places in the high iertallai High Sinion that academic and vocational education should
at a distance of three milly dismissed the prevalent notion that such a course
on i at taluk had no proper met the union of the two courses would conduce to
he abolition of Bible teachie a more educative value.
a nu nber said that Malayalam short-hand had not received
*Dewan's reply.*—I am in ewan in his announcement at the eighteenth session
on the evils of the present syste the encouragement of Malayalam short-hand and
th policy which is both wise and pr karan Pandalai of Trivandrum.
of public opinion in what you have d to Malayalam short-hand and type-writing, you
typ his, *viz.*, that primary education e at the eighteenth session of this Assembly that
d that primary education shou
refer mpulsory education in this
the nd intense. Government hat the paper was pending.
ic on is their policy. g. I asked one of my Secretaries some time ago
You then proceeded to say stem of Malayalam short-hand was. Then he said
ould be combined. That is trained in the system tried it at a meeting of the
as to wha ng to be said against it. B d not come up to his expectations. My instruction
that one o cial objection, and you h iven and the man should be made to make further
Legislative ation costl Then you tells me that he is submitting his report. The
was that a fu e necessa *Pillai Kunjan* ment. But, in this matter, before we commit our-
improvement had 3 schools at Colac at we are not committing an error.
report is not dle School for Boys; ducation. It is a fascinating subject, but at the
selves definite Tamil m He represen fficulties. As I have already said in reply to
You r *Kanakku* e of the lo just now laid down a policy. I do not mean
same time, a ested that a G ded over subject. to the Educe subsidy gran the
previous mem ctioned to li s to thos recepings were not being f funded to by the
to say that it e c raries be ent a po on of the buildin fallen down in
decision that t be library migh hat the Inspector of V ometimes even doubt whether
tional educatids b supplied to t school, if the re egard to the furtherance of voca-
deserve imme asapur complained that e adopted to such furtherance, does not
—even exper nd Kir It is a very difficult matter. Various bodies
Madras, the sent co amil schools erent opinions at different times. I know that, in
Numbu agerc inister for Education is engaged very seriously in the ex-
amination of t system of vocational education in the schools where it is imparted. He
seems to be of the view that vocational education can be combined with general edu-
cation. But he finds a number of difficulties. We are also alive to the same difficul-
ties—you yourself alluded to them. In view of these difficulties, I have laid down
the policy that, in infant classes, we must encourage kindergarten and drawing, and
in higher advanced classes, manual training, facilities for vocational education being
afforded in special schools at a later stage. How far we have succeeded in carrying
out that policy, time alone can say. It is not a policy which admits of immediate
improvement and it requires investment both in money and material. The material
is not available even if you can find the money. It is a matter which is engaging the
constant attention of the Government.

**114. Some restrictions regarding the subjects to be taught in schools.**

*Mr. Vairavan Sankaran* (Member, Chirayinkil Taluk) said that he intended to confine his observations to certain minor matters regarding education. Out of the 180 working days in a school year, 15 days were spent at the beginning of each school year for the transfer and admission of pupils and for the formation of classes, while an equal number of days was also spent for each of the three periodical



LIBRARY ARCHIVES Kerala Legislative Assembly